



## Accessibility Plan

### Buckland CE Primary School



This document applies to all academies and operations of Cambrian Learning Trust.

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Document Control			
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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Buckland CE Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

It is central to the school's ethos that all children are enabled to participate fully in learning. Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we are loved is utmost for happy, healthy lives. We have high expectations and expect pupils with a disability to participate and achieve in every aspect of school life.

This plan sets out the commitment of the Governing Body to the principles of inclusive education. At Buckland CE Primary School, we believe that every child and member of our community should be able to learn, grow, and flourish without unnecessary barriers. Guided by our values, we are dedicated to removing obstacles to progress and making reasonable adjustments so that no one is disadvantaged.

Over time, our aim is to continually increase the accessibility of the school for disabled pupils, staff, parents, carers, and visitors. The action plan that follows outlines the priorities we have identified and the steps we will take to ensure that all members of our school community can participate fully, contribute meaningfully, and feel valued.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Buckland CE Primary School's Complaints Procedure, which can be found on our website and also from the school office, should be followed if you have any concerns relating to accessibility in school.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim - To increase access to the curriculum for pupils with a disability</b>				
<p><b>Current good practise:</b></p> <p>Our school delivers a curriculum designed to support and challenge all learners</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>				
<b>Objective</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Timescale</b>	<b>Success criteria</b>
To meet the range of children's needs with SEND across the school	<ul style="list-style-type: none"> <li>To access outreach support if needed to work with individuals who have specific SEND needs.</li> <li>Ensure staff receive timely training and updates when a pupil with additional needs joins the school.</li> <li>Ongoing staff development and shared responsibility across leadership, teachers, and support staff.</li> <li>Increase TA provision as necessary to meet the range of needs</li> <li>Ensure Early identification procedures in place for SEND pupils (screening, observation, assessment)</li> <li>To use Ed Psych, C&amp;I and outreach support to seek advice when necessary.</li> </ul>	SENDCo/ Head teacher in conjunction with Class Teachers and support staff	Ongoing	<ul style="list-style-type: none"> <li>Outreach support accessed promptly.</li> <li>Staff trained swiftly on new pupil needs; confidence seen in practice.</li> <li>TA provision adapted quickly; pupil needs consistently met.</li> <li>SEND identified early; support plans and provision in place.</li> <li>EP/C&amp;I and outreach advice sought and implemented effectively.</li> <li>Parents consulted early; feedback shows they feel included.</li> <li>SEND review meetings held three times a year to monitor, refine, and update targets</li> </ul>

	<ul style="list-style-type: none"> <li>To meet with parents to discuss early identification, recognising the need for sensitivity</li> <li>Regular meetings with parents to build trust and ensure collaboration - SEND review meetings x3 a year</li> </ul>			
To remove barriers to learning for children with SEND	<ul style="list-style-type: none"> <li>Use of ELSA to support SEND pupils</li> <li>High levels of pastoral support from teachers/ Head / support staff to encourage and nurture SEND pupils.</li> </ul>	SENDCo/Head to manage timetables for ELSA/ SEND support along with inclusion manager	Ongoing with each new cohort	<ul style="list-style-type: none"> <li>ELSA support in place where need identified; pupils show improved wellbeing and engagement.</li> <li>Strong pastoral support evident; SEND pupils feel nurtured and make positive progress.</li> </ul>
Ensure class teachers plan a range of activities employing different learning strategies which appeal to a wide range of learners.	<ul style="list-style-type: none"> <li>PPA time used effectively.</li> <li>Learning walk focus and observed in lesson observations</li> <li>SEND focussed and relevant training for staff annually</li> <li>EEF guidance on 5-a-day helps teachers embed evidence-informed practice into everyday teaching</li> </ul>	Teachers	Ongoing with each new cohort	<ul style="list-style-type: none"> <li>Teachers consistently apply the EEF 5-a-day principles in classroom practice.</li> <li>Lesson observations and planning evidence show strategies informed by research.</li> <li>Staff report greater confidence in using evidence-informed approaches.</li> <li>Pupil outcomes and engagement reflect the impact of consistent, high-quality teaching.</li> </ul>
Ensure children have the right resources to be able to learn effectively.	<ul style="list-style-type: none"> <li>Use staff meetings to regularly review pupils' progress and discuss individual needs.</li> <li>Identify and order appropriate resources to support learning.</li> <li>Ensure provision is clearly recorded within pupil support plans.</li> </ul>	Head / SENDCo/ teachers	Ongoing	<ul style="list-style-type: none"> <li>Staff meetings held termly; pupil needs reviewed and actions agreed.</li> <li>Required resources identified, ordered, and in use by pupils.</li> <li>Support plans updated to include all agreed provision.</li> </ul>

	<ul style="list-style-type: none"> <li>Maintain awareness of assistive software packages (e.g. Clicker) to enhance learning.</li> </ul>			<ul style="list-style-type: none"> <li>Staff aware of and able to use relevant assistive software to support learning.</li> </ul>
Ensure all SEND pupils can take part in the full curriculum, including enrichment activities during and outside of the school day	<ul style="list-style-type: none"> <li>Encouragement for SEND pupils to take part in extra-curricular activities.</li> <li>Additional adult support provided if necessary.</li> <li>Parents welcomed to support if available.</li> <li>Risk assessments carried out where necessary.</li> </ul>	Class teachers and Admin staff organising activities	Ongoing	<ul style="list-style-type: none"> <li>SEND pupils take part in extra-curricular clubs and activities; participation rates are consistently high</li> <li>Additional adult support deployed as needed; pupils engage safely and confidently.</li> <li>Parents/carers involved where appropriate; feedback shows positive collaboration.</li> <li>Risk assessments completed and adjustments implemented; activities run smoothly and safely for all pupils</li> </ul>

**Aim: Improve and maintain access to the physical environment**

The environment is adapted to the needs of pupils as required. This includes:

- Ramps
- Hand rails
- Disabled parking bays
- Disabled toilets and changing facilities

Objective	Actions to be taken	Person responsible	Timescale	Success criteria
To ensure that there are no physical barriers to access for pupils with disabilities as far as is possible	<ul style="list-style-type: none"> <li>Review fire evacuation procedures in line with PEEPS where necessary</li> <li>Teachers with chn with disabilities to inform SENCo/Head if any issues of access or mobility arise.</li> </ul>	H and S governor autumn term walk around	Ongoing	<ul style="list-style-type: none"> <li>Fire evacuation procedures reviewed and PEEPs updated; drills show pupils can exit safely.</li> <li>Teachers promptly inform SENCo/Head of any access or</li> </ul>

	<ul style="list-style-type: none"> <li>Ensure school-house premises are easy to access for all, making alterations / adaptations when necessary. Handrails in place / floor areas kept clear. Seek expert advice re adaptations as required.</li> </ul>	At SEND reviews x 3 a year		<p>mobility issues; actions recorded and addressed.</p> <ul style="list-style-type: none"> <li>School premises remain accessible; handrails secure, floor areas clear, and adaptations made as needed with expert guidance</li> </ul>
To continue to raise staff awareness of a range of barriers to learning for pupils with sensory impairment as and when appropriate specific to individual children, including classroom layout, décor, poor acoustics, classroom management strategies, levels of lighting, etc.	<ul style="list-style-type: none"> <li>Identify children with physical, visual, or hearing difficulties through a whole-school system, ensuring early recognition and support. This will include discussion at termly staff meetings, where staff can share observations, raise concerns, and agree on next steps. Information gathered will be used to update records, inform provision, and guide referrals to external agencies when appropriate.</li> <li>Teachers to review children’s seating positions in respect of changes to noise in classrooms, e.g. open window, air conditioning units, fans and proximity to board / teacher</li> </ul>	Termly review of children needing access arrangements. Class teachers	Ongoing	<ul style="list-style-type: none"> <li>Children with physical, visual, or hearing needs are identified early; records updated, provision in place, and referrals made where required.</li> <li>Teachers adjust seating as needed; pupils are positioned to optimise hearing, vision, and engagement in lessons.</li> </ul>
To ensure children with disabilities have appropriate equipment to access their learning	<ul style="list-style-type: none"> <li>School to purchase any additional furniture/equipment as needed.</li> <li>Individual lap-tops available for use</li> </ul>	SENDCo / Head as and when required	Ongoing	<ul style="list-style-type: none"> <li>Additional furniture and equipment purchased promptly; pupils’ needs supported effectively.</li> <li>Laptops available for individual use; pupils access learning independently and confidently</li> </ul>

**Aim: Improve the delivery of information to pupils with a disability**

Our school uses a range of communication methods to make sure information is accessible. This includes:

<ul style="list-style-type: none"> <li>• Visual timetables and schedules using pictures, symbols, or colour coding.</li> <li>• Simplified text versions of worksheets, instructions, and reading materials.</li> <li>• Large-print resources or use of coloured overlays for pupils with visual stress or dyslexia.</li> <li>• Use of symbols (e.g. Widgeit) or Makaton signs to support understanding.</li> <li>• Audio recordings or read-aloud software to give pupils access to written information.</li> <li>• Interactive whiteboards or visualisers so all children can clearly see text and images.</li> <li>• Subtitles on videos shown in class to support pupils with hearing needs or processing difficulties.</li> <li>• Assistive technology such as Clicker, iPads, or text-to-speech tools.</li> <li>• Peer or adult support to explain or rephrase information when needed.</li> </ul>				
<p>To enable parents with IT access difficulties/ communication difficulties or EAL to access information sent from school, e.g class letters, newsletters, providing Parentpay access in the school day</p>	<ul style="list-style-type: none"> <li>• To identify parents who have IT access difficulties.</li> <li>• Administrator to meet with identified parents and discuss and concerns/problems they have with accessing information.</li> <li>• Establish a school system for recording if a parent has a disability or difficulty accessing information.</li> <li>• Office to keep note of parents preferred method of communication and report back to Class Teachers.</li> </ul>	<p>Administrator to ensure enrolment form for admissions covers parental access requirements</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Parents with IT access difficulties identified; records updated.</li> <li>• Administrator meets with identified parents; concerns discussed and addressed.</li> <li>• System in place to record parental disabilities or access needs; information kept up to date.</li> <li>• Office records parents' preferred communication methods; Class Teachers informed and using them consistently.</li> </ul>
<p>To ensure all parents, especially those who are unable to come to school because of physical difficulties, can easily access information about school policies, homework and specific data relating to their child on-line</p>	<ul style="list-style-type: none"> <li>• Policies published on website</li> <li>• Class teachers to ensure homework is published on a weekly basis, with clear instructions to help children who have SEND/EAL</li> <li>• Translate facility on school website</li> </ul>	<p>Subject Leaders Class Teachers Headteacher to ensure policies available</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Policies are easily accessible online for all stakeholders.</li> <li>• Homework is clear, consistent, and understood by pupils.</li> <li>• Website content is available in multiple languages, ensuring families can access information in their preferred language</li> </ul>
<p>To ensure parents of children with SEND/AEN have</p>	<ul style="list-style-type: none"> <li>• Highlight Mrs Eastburn as our designated in-school ELSA</li> </ul>	<p>SENCO and Head teacher</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Pupils and families recognise the availability of in-school ELSA support.</li> </ul>

<p>access to relevant information about where to access help and support, both from school and from external agencies</p>	<ul style="list-style-type: none"> <li>• Maintain visibility of the SEND school and local offer by sharing it on the website and signposting it to families each year in the newsletter.</li> </ul>			<ul style="list-style-type: none"> <li>• Families understand how to access the SEND school and local offer with ease</li> </ul>
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## 4. Monitoring arrangements

This document will be reviewed every **2** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Committee and uploaded to the school website

